





Learning goals for the session

- 1. Obtain facts about the Interim Assessments; understand the mechanics of preparing for and giving the Interim Assessments
- 2. Understand how to access and use Interim Assessment data in the Online Reporting System and Air Ways
- 3. Understand facts about the Digital Library and the mechanics of using the Digital Library



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

Target audiences for this information

- District Administrators and Coordinators (DA DC)
 - Communicate big idea to stakeholder
 - · Prepare for assessment administration
 - · Keep implementation on track
 - Examine data throughout the year
- School Coordinators (SC) Ex: Principal, counselor
 - Should be reviewing schoolwide data and make sure rosters are complete; support teachers
- TE: Teachers
 - Give, score, review and discuss data
 - Share data with students; adjust instruction accordingly



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Facts about the Interim Assessments & Mechanics of giving the Interim Assessments

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Feedback about Interim Assessment

"Our students said it made all the difference in the world." Lakeland School District Assessment Director

"Students felt more prepared, more relaxed, and more committed to doing well (on the ISAT) and our testing time went way down."

Marsh Valley School District, Lava Elementary Test Coordinator

"I cannot tell you how hopeful I am, looking at the data on the Air Ways interface. I feel like the blinders have been removed. I can see where our strengths are and I can make plans that address our weaknesses. This is a powerful tool."

Julie B. West Ada teacher

'We find these very valuable. My suggestion to our buildings is to use the IABs after a certain unit is taught to gather data on students meeting those standards." $Vallivue\ Director\ of\ Curriculum$

"The data that teachers got from the assessments allowed them to look at the class as a whole and determine if and what areas were a weakness in each subject area." Assessment Coordinator, Liberty, Legacy, and Victory Charter Schools



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Interim Assessment Facts

Overview Handout

- Complete alignment to the ELA/Literacy and Mathematics standards and end of year assessment; Gr. 3-8 and HS (Gr. 11)
- Same platform/tools as end of year assessment
- Checks progress while there is still time to affect the end of year outcome
- Models the types of items and tasks that should be consistently used in the classroom to show evidence of standards' progression
- Keeps a student record of scores, improvement is tracked
- Obtain a measure on new students who did not have Spring ISAT score
- Flexibility in grade and content of assessments the students take
- Teacher & artificial intelligence scoring; see student responses to all items
- Coherence with the other two parts of our assessment system (ISAT/summative and Digital Library/formative)

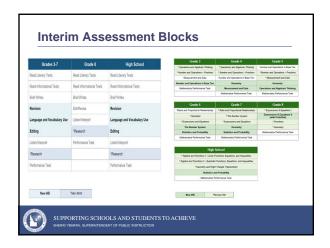


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Interim Assessment Facts

- · Two types of Assessments:
 - . Interim Comprehensive (ICA)
 - · Follows summative assessment blueprints
 - · 35-45 Items and a Performance Task
 - Reporting shows trend from Interim to Summative (ISAT)
 - · Interim Assessment Blocks (IAB)
 - Content cluster assessments 15-17 items
 - · 6-7 blocks in each content area and grade
 - · Follows specific blueprints based on clusters of standards
 - · Smaller sets of targets

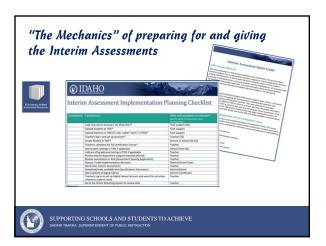


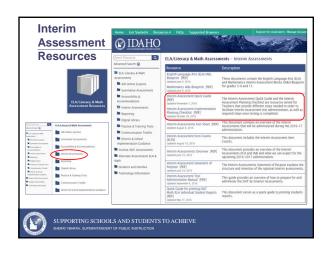


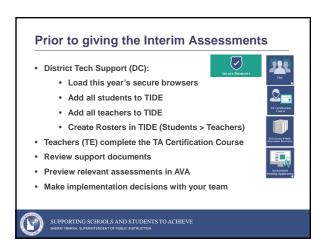
Interim Assessment Facts

- Optional but recommended; not public but non-secure
 - No test security agreement required for those administering
- · Items from same pool as summative tests; blueprints provided
- · Can/should be administered by teachers
- Off-grade level testing allowed/beneficial
- Same accessibility features, same testing interface
- Unlimited opportunities
- Comprehensive assessments (ICA) take approximately 2 class periods 2.5 hours for students to complete
- Interim blocks (IAB) 1 class period 30-45 minutes













Prior to giving the Interim Assessments

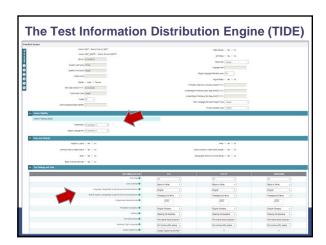
In TIDE:

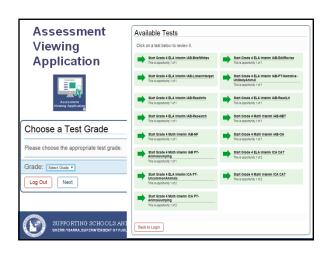
- (SC) Upload /manual addition of student settingsaccommodations and designated supports (if you don't know... use the assessment to see what students need)
- Set grade level for testing if other than the student's designated grade level

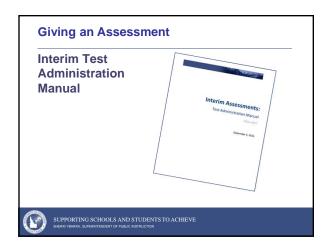
In AVA (Assessment Viewing Application):

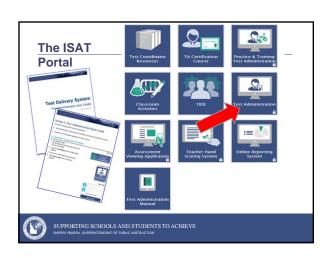
- Review the desired assessments using AVA
- · This application is not for "teaching the items"

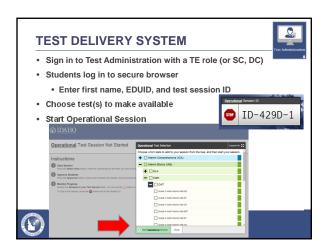


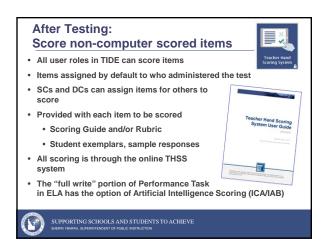




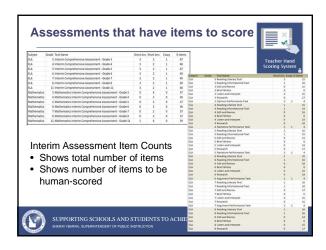


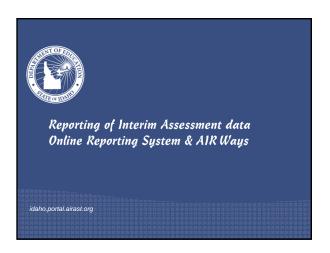


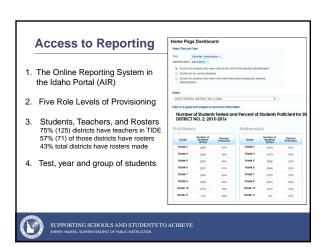


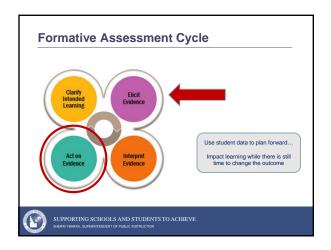










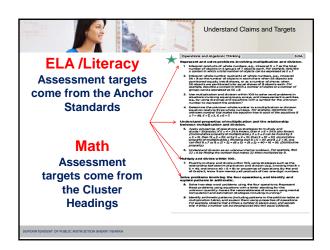


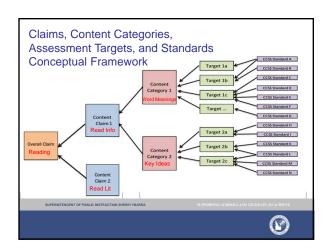
Teacher use of the data

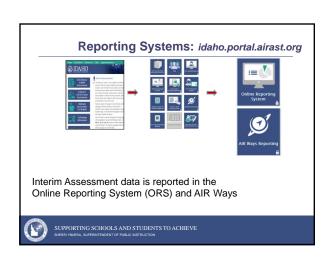
- 1. Understand Claims and Targets
- 2. In the Fall, start with summative data of <u>current</u> students; big picture, helps define Interim use
- 3. Integrate blocks into instructional sequences and curriculum
- 4. Use specific supports to cross over into content; how does each assessment target look in the classroom?
 - Item Specifications Documents (SDE Website)
 - Digital Library







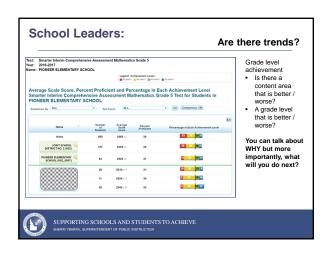




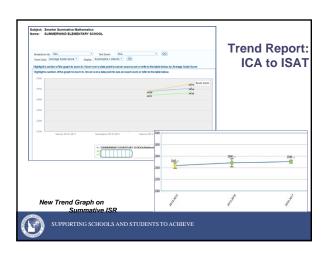


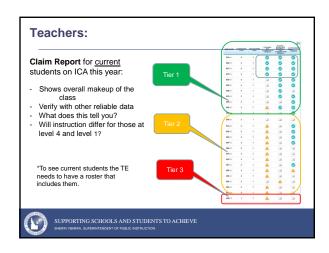
idaho.portal.airast.org The Online Reporting System Summative Data Interim Data Interim Data District, School, Teacher, Roster, Student Claims, Targets, and Block Performance Individual student response points by item Trend Data SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

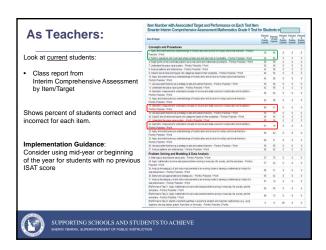


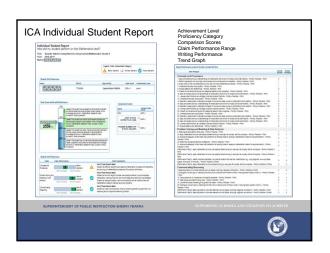


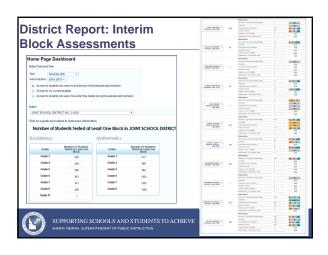


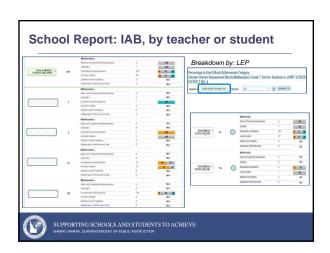


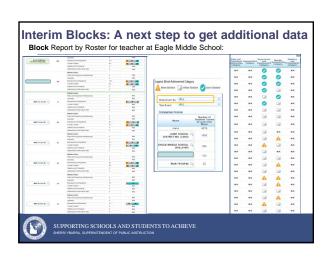


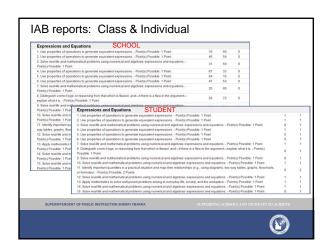


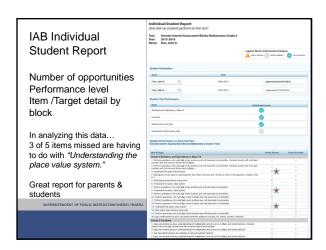


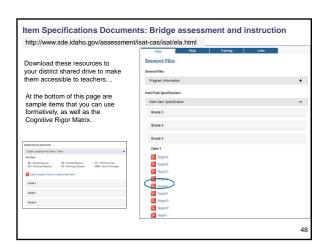


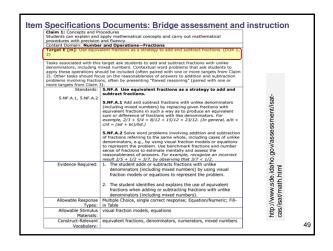


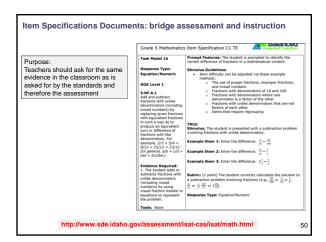


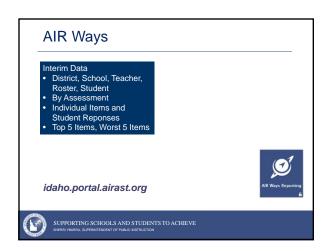






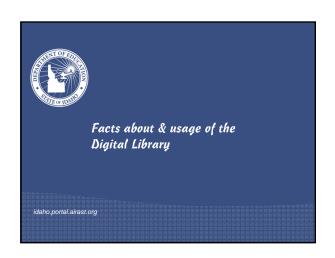








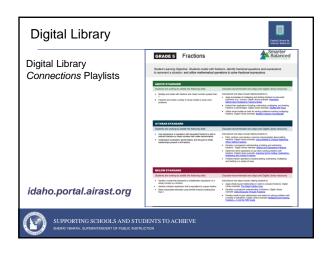


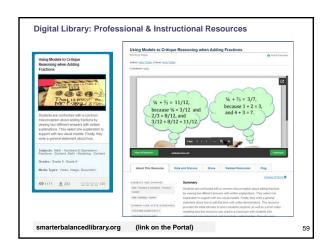


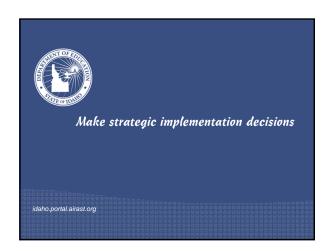












Implementation Guidance

- Focus on the classroom and impact of the assessment system on teaching and learning; culture of assessment for learning
- Teacher and student involvement is critical; Have teachers (TE) administer the Interim Assessments
- Use ICA to get a measure on new students who did not have a Spring score
- If students do not show proficiency in previous grade, use Interim from year before their enrolled grade before teaching current grade content
- Involve students in their results; set improvement goals
- · A written implementation plan should document decisions
- Orient teachers to the Interim Assessments over several sessions
 - Review summative data (ISAT 2016) for current students
 - · Facts about the Interim Assessment
 - Review Interim Assessments using AVA
 - · Learn how to give an assessment



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRILLTION

Make strategic decisions about the use of the Interim Assessments Who Decides Question District School Teacher District Which assessments will be given based on the goals or questions to be answered (and why?) Fleshool Teacher District Which students will take part in the assessments? All or Specific schools, School Teacher Will off grade level assessments be given? School Teacher District District District When will the assessments be given? School Teacher When will the assessments be given? School Teacher Who will they align with the curriculum and instruction sequence? Who will some non-computer scored items and when? Teacher Teacher Who will some non-computer scored items and when? Teacher Teacher District Who will some non-computer scored items and when? Teacher Compare within district? The will seriastruction? Tablet Teacher Compare within district? The will be seriastruction? Teacher Teacher Compare within district? The will be seriastruction? Teacher Compare within district? The will be seriastruction? Teacher Teacher Compare within district? The will be seriastruction? Teacher Teacher Compare within district? The will be seriastruction? Teacher Teacher Teacher Compare within district? The will be seriastruction? Teacher Teacher Compare within district? The will be seriastruction? Teacher T

